THE JOURNAL OF EXPERIMENTAL EDUCATION

ANNUAL INDEX

Volume 57

Fall 1988–Summer 1989

AUTHORS

Adair, John G.; Sharpe, Donald; and Huynh, Cam-Loi. Placebo, Hawthorne, and Other Artifact Controls: Researchers' Opinions and Practices, Summer, 341–355.

Benson, Jeri. Structural Components of Statistical Test Anxiety in Adults: An Exploratory Model, Spring, 247–261.

Bertoch, Michael R.; Nielsen, Elwin C.; Curley, Jeffrey R.; and Borg, Walter R. Reducing Teacher Stress, Winter, 117–128.

Canelos, James; Dwyer, Francis; Taylor, William; Belland, John; and Baker, Patti. The Effect of Embedded Learning Strategies in Microcomputer-Based Instruction, Summer, 301–318.

Clifford, Margaret M.; Kim, Ahyoung; and McDonald, Barbara A. Responses to Failure as Influenced by Task Attribution, Outcome Attribution, and Failure Tolerance, Fall, 19–37

Clifford, Margaret M.; Lan, William Yun; Chou, Fen Chang; and Qi, Yang. Academic Risk-Taking: Developmental and Cross-Cultural Observations, Summer, 321–338.

Das, J. P.; and Siu, Ivy. Good and Poor Readers' Word Naming Time, Memory Span, and Story Recall, Winter, 101–114.

Games, Paul A. Theory-Free Statistics and Theory-Based Statistics: Their Appropriate Roles in the Reporting of Scientific Results, Fall, 47–58.

Gorrell, Jeffrey; and Capron, Earl W. Cognitive Modeling Effects on Preservice Teachers with Low and Moderate Success Expectations, Spring, 231–244.

Green, Kathy E.; and Kvidahl, Robert F. Personalization and Offer of Results: Effect on Response Rates, Spring, 263–270.

Gupta, J. K.; Srivastava, A. B. L.; and Sharma, K. K. Estimation of True Change Using Additional Information Provided by an Auxiliary Variable, Winter, 143–149.

Gupta, J. K.; Srivastava, A. B. L.; and Sharma, K. K. Estimation of True Change with Three-Wave Data, Fall, 59–68

Hall, Richard H.; Dansereau, Donald F.; and O'Donnell, Angela M. Subjective Graphing of Metacognitive, Affective, and Social Processing: A Psychometric Analysis, Spring, 271–284.

Hamilton, Richard. The Effects of Learner-Generated Elaborations on Concept Learning from Prose, Spring, 205–217.

Marascuilo, Leonard A.; Busk, Patricia L.; and Serlin, Ronald C. Large Sample Multivariate Procedures for Comparing and Combining Effect Sizes Within a Single Study, Fall, 69–85.

Marsh, Herbert W.; and Ball, Samuel. The Peer Review Process Used to Evaluate Manuscripts Submitted to Academic Journals: Interjudgmental Reliability, Winter, 151–169.

Moore, Barbara McGregor. Achievement in Basic Math Skills for Low

THE JOURNAL OF EXPERIMENTAL EDUCATION

ANNUAL INDEX

Volume 57

Fall 1988–Summer 1989

AUTHORS

Adair, John G.; Sharpe, Donald; and Huynh, Cam-Loi. Placebo, Hawthorne, and Other Artifact Controls: Researchers' Opinions and Practices, Summer, 341–355.

Benson, Jeri. Structural Components of Statistical Test Anxiety in Adults: An Exploratory Model, Spring, 247–261.

Bertoch, Michael R.; Nielsen, Elwin C.; Curley, Jeffrey R.; and Borg, Walter R. Reducing Teacher Stress, Winter, 117–128.

Canelos, James; Dwyer, Francis; Taylor, William; Belland, John; and Baker, Patti. The Effect of Embedded Learning Strategies in Microcomputer-Based Instruction, Summer, 301–318.

Clifford, Margaret M.; Kim, Ahyoung; and McDonald, Barbara A. Responses to Failure as Influenced by Task Attribution, Outcome Attribution, and Failure Tolerance, Fall, 19–37

Clifford, Margaret M.; Lan, William Yun; Chou, Fen Chang; and Qi, Yang. Academic Risk-Taking: Developmental and Cross-Cultural Observations, Summer, 321–338.

Das, J. P.; and Siu, Ivy. Good and Poor Readers' Word Naming Time, Memory Span, and Story Recall, Winter, 101–114.

Games, Paul A. Theory-Free Statistics and Theory-Based Statistics: Their Appropriate Roles in the Reporting of Scientific Results, Fall, 47–58.

Gorrell, Jeffrey; and Capron, Earl W. Cognitive Modeling Effects on Preservice Teachers with Low and Moderate Success Expectations, Spring, 231–244.

Green, Kathy E.; and Kvidahl, Robert F. Personalization and Offer of Results: Effect on Response Rates, Spring, 263–270.

Gupta, J. K.; Srivastava, A. B. L.; and Sharma, K. K. Estimation of True Change Using Additional Information Provided by an Auxiliary Variable, Winter, 143–149.

Gupta, J. K.; Srivastava, A. B. L.; and Sharma, K. K. Estimation of True Change with Three-Wave Data, Fall, 59–68

Hall, Richard H.; Dansereau, Donald F.; and O'Donnell, Angela M. Subjective Graphing of Metacognitive, Affective, and Social Processing: A Psychometric Analysis, Spring, 271–284.

Hamilton, Richard. The Effects of Learner-Generated Elaborations on Concept Learning from Prose, Spring, 205–217.

Marascuilo, Leonard A.; Busk, Patricia L.; and Serlin, Ronald C. Large Sample Multivariate Procedures for Comparing and Combining Effect Sizes Within a Single Study, Fall, 69–85.

Marsh, Herbert W.; and Ball, Samuel. The Peer Review Process Used to Evaluate Manuscripts Submitted to Academic Journals: Interjudgmental Reliability, Winter, 151–169.

Moore, Barbara McGregor. Achievement in Basic Math Skills for Low

Performing Students: A Study of Teachers' Affect and CAI, Fall, 38–44.

Neumann, Yoram, and Finaly-Neumann, Edith. Predicting Juniors' and Seniors' Persistence and Attrition: A Quality of Learning Experience Approach, Winter, 129–140.

Rogers, W. Todd; and Hopkins, Kenneth D. Quick Power Estimates Incorporating the Joint Effects of Measurement Error and a Covariate, Fall, 86–94.

Smith, Lyle R. Lesson Complexity, Student Performance, and Student Perception in Mathematics, Spring, 219–227.

Swank, Paul R.; Taylor, Ronald D.; Brady, Michael P.; and Freiberg, H. Jerome. Sensitivity of Classroom Observation Systems: Measuring Teacher Effectiveness, Winter, 171–186.

Thompson, Bruce. Meta-Analysis of Factor Structure Studies: A Case Study Example with Bem's Androgyny Measure, Winter, 187–197.

Willett, John B.; and Singer, Judith D. Caveats for the Statistical Consumer: A Cautionary Note on Case Weighting as a Method of Implementing Weighted Least-Squares Regression, Spring, 285–293.

Wilson, Mark. Empirical Examination of a Learning Hierarchy Using an Item Response Theory Model, Summer, 357–371.

Ziv, Avner. Teaching and Learning with Humor: Experiment and Replication, Fall, 5–15.

TITLES

Academic Risk-Taking: Developmental and Cross-Cultural Observations. Margaret M. Clifford, William Yun Lan, Fen Chan Chou, and Yang Qi, Summer 321–338.

Achievement in Basic Math Skills for Low Performing Students: A Study of Teachers' Affect and CAI. Barbara McGregor Moore, Fall, 38–44.

Caveats for the Statistical Consumer: A Cautionary Note on Case Weighting as a Method of Implementing Weighted Least-Squares Regression. John B. Willett and Judith D. Singer, Spring, 285–293.

Cognitive Modeling Effects on Preservice Teachers with Low and Moderate Success Expectations. Jeffrey Gorrell and Earl W. Capron, Spring, 231–244.

The Effect of Embedded Learning Strategies in Microcomputer-Based Instruction. James Canelos, Francis Dwyer, William Taylor, John Belland, and Patti Baker, Summer, 301–318.

The Effects of Learner-Generated Elaborations on Concept Learning from Prose. Richard Hamilton, Spring, 205–217.

Empirical Examination of a Learning Hierarchy Using an Item Response Theory Model. Mark Wilson, Summer, 357–371.

Estimation of True Change Using Additional Information Provided by an Auxiliary Variable. J. K. Gupta, A. B. L. Srivastava, and K. K. Sharma, Winter, 143–150.

Estimation of True Change with Three-Wave Data. J. K. Gupta, A. B. L. Srivastava, and K. K. Sharma, Fall, 59–68.

Good and Poor Readers' Word Naming Time, Memory Span, and Story Recall. J. P. Das and Ivy Siu, Winter, 101–114.

Large Sample Multivariate Procedures for Comparing and Combining Effect Sizes Within a Single Study. Leonard A. Marascuilo, Patricia L. Busk, and Ronald C. Serlin, Fall, 69–85.

Lesson Complexity, Student Performance, and Student Perception in Mathematics. Lyle R. Smith, Spring, 219–227.

Meta-Analysis of Factor Structure Studies: A Case Study Example with Bem's Androgyny Measure. Bruce Thompson, Winter, 187–197.

The Peer Review Process Used to Evaluate Manuscripts Submitted to Academic Journals: Interjudgmental Reliability. Herbert W. Marsh and Samuel Ball, Winter, 151–169.

Personalization and Offer of Results: Effect on Response Rates. Kathy E. Green and Robert F. Kvidahl, Spring, 263–270.

Placebo, Hawthorne, and Other Artifact Controls: Researchers' Opinions and Practices. John C. Adair, Donald Sharpe, and Cam-Loi Huynh, Summer, 341–355.

Predicting Juniors' and Seniors' Persistence and Attrition: A Quality of Learning Experience Approach. Yoram Neumann and Edith Finaly-Neumann, Winter, 129–140.

Quick Power Estimates Incorporating the Joint Effects of Measurement Error and a Covariate. W. Todd Rogers and Kenneth D. Hopkins, Fall, 86–94.

Reducing Teacher Stress. Michael R. Bertoch, Elwin C. Nielsen, Jeffrey R. Curley, and Walter R. Borg, Winter, 117–128.

Responses to Failure as Influenced by Task Attribution, Outcome Attribution, and Failure Tolerance. Margaret M. Clifford, Ahyoung Kim, and Barbara A. McDonald, Fall, 19–37.

Sensitivity of Classroom Observation Systems: Measuring Teacher Effectiveness. Paul R. Swank, Ronald D. Taylor, Michael P. Brady, and H. Jerome Freiberg, Winter, 171–186.

Structural Components of Statistical Test Anxiety in Adults: An Exploratory Model. Jeri Benson, Spring, 247–261.

Teaching and Learning with Humor: Experiment and Replication. Avner Ziv, Fall, 5–15.

Theory-Free Statistics and Theory-Based Statistics: Their Appropriate Roles in the Reporting of Scientific Results. Paul A. Games, Fall, 47–58.